



Dillon 3 School District

205 King Street

Latta, South Carolina

Grades PK-12 District

Enrollment 1,647 Students

Superintendent Dr. John M. Kirby, Jr.

843-752-7101

Board Chair Betty Jo Johnson

843-774-1412

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Good
2007	Average	Below Average
2006	Average	Average
2005	Average	At-Risk
2004	Good	Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

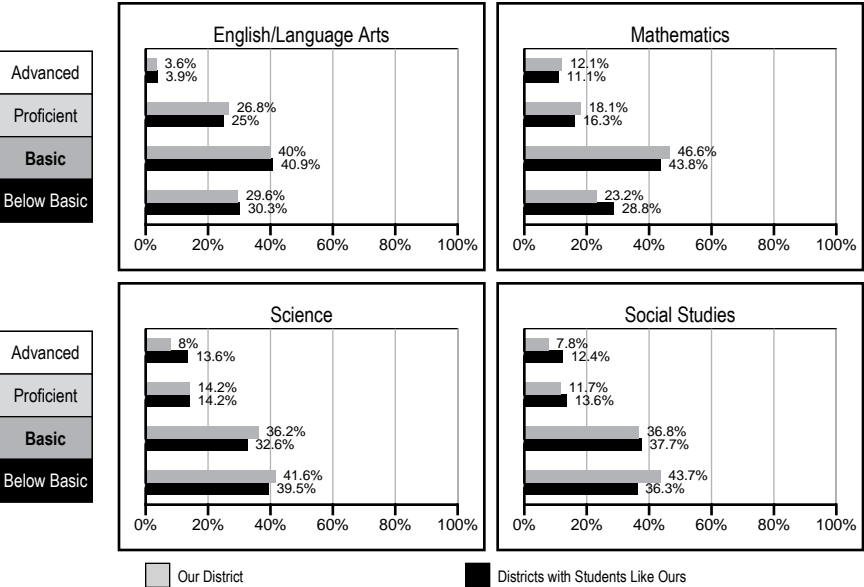
97.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	4	17	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Districts with Students Like Ours are Districts with Poverty indices of no more than 5% above or below the index for the District.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our District			Districts with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed both subtests	93.1	86.0	89.4	71.6	74.6	77.0
Passed 1 subtest	3.4	6.1	7.1	13.4	14.2	11.6
Passed no subtests	3.4	7.9	3.5	15.0	11.2	11.4

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours*
Algebra 1/Math for the Technologies 2	97.9	70.8
English 1	77.9	56.8
Physical Science	63.2	47.0
All Subjects	75.4	58.2

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,647)				
First graders who attended full-day kindergarten	100.0%	No Change	99.3%	98.9%
Retention rate	4.3%	Up from 4.0%	4.2%	4.0%
Attendance rate	95.7%	Up from 95.5%	95.3%	95.6%
Eligible for gifted and talented	9.7%	Down from 11.6%	10.1%	11.4%
With disabilities other than speech	7.8%	Up from 7.0%	11.0%	10.5%
Older than usual for grade	6.3%	Up from 3.5%	4.7%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.9%	0.8%
Enrolled in AP/IB programs	4.5%	Down from 5.2%	8.7%	10.3%
Successful on AP/IB exams	N/A	N/A	45.9%	56.0%
Eligible for LIFE Scholarship	28.2%	Down from 60.2%	29.8%	31.1%
Enrolled in adult education GED or diploma programs	0	No Change	25	48
Completions in adult education GED or diploma programs	0	No Change	18	27
Annual dropout rate	0.7%	Down from 2.6%	2.9%	3.8%
Teachers (n=105)				
Teachers with advanced degrees	52.4%	Up from 51.5%	53.9%	54.8%
Continuing contract teachers	80.0%	Up from 79.2%	75.3%	73.9%
Teachers with emergency or provisional certificates	2.3%	Down from 2.4%	5.6%	5.0%
Teachers returning from previous year	90.2%	Up from 89.2%	87.9%	88.8%
Teacher attendance rate	96.4%	Up from 95.1%	94.7%	94.9%
Average teacher salary	\$40,764	Up 4.9%	\$44,798	\$45,107
Vacancies for more than nine weeks	0.0%	Down from 1.0%	0.9%	0.5%
Professional development days/teacher	12.4 days	Down from 13.0 days	15.2 days	15.2 days
District				
Superintendent's years at district	18.0	Up from 17.0	4.0	3.0
Student-teacher ratio in core subjects	21.8 to 1	Down from 23.3 to 1	20.0 to 1	20.2 to 1
Prime instructional time	91.2%	Up from 88.8%	88.7%	89.1%
Dollars spent per pupil*	\$7,182	Up 2.2%	\$8,429	\$8,666
Percent of expenditures for teacher salaries*	50.3%	Down from 51.7%	53.6%	53.1%
Percent of expenditures for instruction*	52.5%	Down from 54.7%	56.9%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	100.0%	Up from 99.0%	98.7%	98.2%
Number of schools	4	No Change	9	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	2.3%	4.3%
Average age in years of school facilities	38 Years	No Change	27 Years	26 Years
Number of schools with SACS accreditation	4.0	No Change	9.0	8.0
Average administrator salary	\$79,973	Up 5.5%	\$76,833	\$76,032

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	80	97.5%	333	78.1%	87	86.2%	Yes
Gender							
Male	37	97.3%	174	79.3%	41	82.9%	N/A
Female	43	97.7%	159	76.7%	46	89.1%	N/A
Racial/Ethnic Group							
White	48	97.9%	178	83.7%	49	91.8%	N/A
African American	31	96.8%	148	71.6%	37	78.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	14	50.0%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	50	96.0%	205	73.7%	57	80.7%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

HSAP Passage Rate by Spring 2008

	Our District	Districts with Students Like Ours
Percent	97.5%	92.6%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	87	368
Number of Diplomas	75	279
Rate	86.2%	76.8%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	500	454	499	514	490	457	999	968		
State	486	484	497	496	473	471	983	980		
Nation	498	497	509	510	488	488	1007	1007		
ACT	English		Math		Reading		Science		Total	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
District	20.0	19.1	19.7	20.1	19.5	17.8	19.2	20.1	19.8	19.5
State	19.0	19.2	19.8	20.1	19.8	20.0	19.5	19.7	19.6	19.9
Nation	20.7	20.6	19.8	21.0	19.8	21.4	19.5	20.8	19.6	21.1

Abbreviations for Missing Data

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School District Governance

Board Membership	7 trustees appointed
Fiscal Authority	Appointed Legislative Delegation
Average Number of Hours of Training Annually	5.6 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

The Latta School District had another successful year in academics and test scores. Each of the schools continued to improve performance with student progress. Plans are well underway to finalize all data analysis of test scores to plan for future needs and improvements.

Latta Early Childhood Center had a successful year with its new reading program and schedule. Their goal is to have every child working on grade level before entering the 2nd grade.

Latta Elementary School improved test scores dramatically, and their Teacher Incentive Plan had everyone focusing on every student's maximum improvement.

Latta Middle School also improved its test scores. Their new schedule and single gender classes were successful. Latta Middle School will offer algebra to all students for the school year 2008-09.

Latta High School's success continued; their plans include offering International Baccalaureate coursework for school year 2009-10.

Dr. John M. Kirby, Jr.
Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 14 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

N/A

N/A

Title I Schools' School Improvement Status

The Dillon 3 School District consists of 4 public schools with 0 of these schools, or 0%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	728	100.0	29.6	40.0	26.8	3.6	38.3	48.2	No	Yes
Gender										
Male	345	100.0	36.3	37.5	22.3	4.0	34.1	41.7	N/A	N/A
Female	383	100.0	23.7	42.2	30.8	3.3	42.0	55.0	N/A	N/A
Racial/Ethnic Group										
White	398	100.0	21.5	37.6	36.8	4.1	48.2	60.0	Yes	Yes
African American	311	100.0	41.0	43.1	13.4	2.4	25.2	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
Disability Status										
Disabled	77	100.0	71.1	14.5	2.6	11.8	10.5	16.0	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
Limited English Proficient										
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.6	I/S	I/S
Socio-Economic Status										
Subsided meals	519	100.0	38.0	40.2	18.5	3.3	29.0	34.0	No	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	728	100.0	23.2	46.6	18.1	12.1	42.3	45.8	Yes	Yes
Gender										
Male	345	100.0	24.1	45.1	18.0	12.8	43.6	45.6	N/A	N/A
Female	383	100.0	22.3	48.0	18.3	11.4	41.1	45.9	N/A	N/A
Racial/Ethnic Group										
White	398	100.0	14.2	45.1	24.1	16.6	52.6	59.0	Yes	Yes
African American	311	100.0	34.5	49.3	10.3	5.9	28.6	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status										
Disabled	77	100.0	63.2	21.1	5.3	10.5	11.8	17.1	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
Limited English Proficient										
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
Socio-Economic Status										
Subsided meals	519	100.0	30.0	49.5	13.6	7.0	32.0	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	District Attendance Rate	State Attendance Rate
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Science

All Students	485	100.0	41.6	36.2	14.2	8.0	22.2	35.7	95.9	96.1
Gender										
Male	236	100.0	39.7	33.5	17.4	9.4	26.8	37.4	95.6	96.0
Female	249	100.0	43.3	38.8	11.3	6.7	17.9	33.8	96.1	96.3
Racial/Ethnic Group										
White	263	100.0	31.1	37.4	21.0	10.5	31.5	49.2	95.6	96.0
African American	208	100.0	54.9	34.7	5.2	5.2	10.4	17.0	96.2	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	58.0	97.4	97.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	24.9	96.7	96.5
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96.7	94.6
Disability Status										
Disabled	51	100.0	70.0	18.0	2.0	10.0	12.0	14.0	95.1	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	96.1	96.4
Limited English Proficient										
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	I/S	24.4	99.2	96.8
Socio-Economic Status										
Subsided meals	345	100.0	50.3	33.6	10.8	5.2	16.0	21.1	95.4	95.6

Social Studies

All Students	487	100.0	43.7	36.8	11.7	7.8	19.5	34.0	95.9	96.1
Gender										
Male	224	100.0	38.7	36.8	16.0	8.5	24.5	36.6	95.6	96.0
Female	263	100.0	48.0	36.8	8.0	7.2	15.2	31.3	96.1	96.3
Racial/Ethnic Group										
White	262	100.0	37.3	40.9	12.3	9.5	21.8	44.5	95.6	96.0
African American	213	100.0	52.0	31.8	10.6	5.6	16.2	19.1	96.2	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.4	97.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	27.5	96.7	96.5
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96.7	94.6
Disability Status										
Disabled	50	100.0	61.2	20.4	10.2	8.2	18.4	14.4	95.1	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	96.1	96.4
Limited English Proficient										
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.3	99.2	96.8
Socio-Economic Status										
Subsided meals	349	100.0	50.5	36.3	7.4	5.8	13.2	21.0	95.4	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	104	100.0	8.2	36.1	49.5	6.2	55.7
	4	112	100.0	19.1	50.0	28.2	2.7	30.9
	5	119	99.2	31.9	48.7	15.9	3.5	19.5
	6	131	100.0	46.3	36.6	15.4	1.6	17.1
	7	127	100.0	50.4	32.5	15.4	1.6	17.1
	8	132	98.5	34.9	46.0	17.5	1.6	19.0
2008	3	115	100.0	11.9	32.1	41.3	14.7	56.0
	4	113	100.0	16.4	40.0	43.6	N/A	43.6
	5	109	100.0	24.5	47.2	24.5	3.8	28.3
	6	126	100.0	48.8	31.4	18.2	1.7	19.8
	7	128	100.0	38.1	45.8	16.1	N/A	16.1
	8	137	100.0	34.4	43.5	19.8	2.3	22.1
Mathematics								
2007	3	104	100.0	16.5	60.8	21.6	1.0	22.7
	4	112	100.0	16.4	39.1	27.3	17.3	44.5
	5	119	99.2	23.0	43.4	20.4	13.3	33.6
	6	131	100.0	31.7	41.5	16.3	10.6	26.8
	7	127	100.0	34.1	40.7	11.4	13.8	25.2
	8	132	98.5	26.2	58.7	10.3	4.8	15.1
2008	3	115	100.0	25.7	47.7	16.5	10.1	26.6
	4	113	100.0	15.5	50.9	23.6	10.0	33.6
	5	109	100.0	17.0	46.2	23.6	13.2	36.8
	6	126	100.0	27.3	34.7	23.1	14.9	38.0
	7	128	100.0	20.3	55.1	11.0	13.6	24.6
	8	137	100.0	31.3	45.8	12.2	10.7	22.9
Science								
2007	3	52	100.0	48.9	44.7	4.3	2.1	6.4
	4	112	100.0	33.0	29.4	23.9	13.8	37.6
	5	59	98.3	47.2	34.0	13.2	5.7	18.9
	6	66	100.0	57.4	27.9	9.8	4.9	14.8
	7	127	99.2	54.9	26.2	12.3	6.6	18.9
	8	67	100.0	35.5	50.0	8.1	6.5	14.5
2008	3	58	100.0	40.7	33.3	20.4	5.6	25.9
	4	113	100.0	24.5	41.8	20.0	13.6	33.6
	5	55	100.0	48.1	29.6	13.0	9.3	22.2
	6	63	100.0	56.5	24.2	12.9	6.5	19.4
	7	128	100.0	45.8	41.5	8.5	4.2	12.7
	8	68	100.0	43.9	36.4	12.1	7.6	19.7
Social Studies								
2007	3	53	100.0	24.5	40.8	24.5	10.2	34.7
	4	112	100.0	26.6	48.6	16.5	8.3	24.8
	5	63	98.4	56.1	22.8	10.5	10.5	21.1
	6	65	100.0	16.4	57.4	13.1	13.1	26.2
	7	127	99.2	46.3	35.0	6.5	12.2	18.7
	8	66	100.0	29.5	59.0	8.2	3.3	11.5
2008	3	58	100.0	19.6	55.4	17.9	7.1	25.0
	4	113	100.0	27.3	44.5	16.4	11.8	28.2
	5	55	100.0	54.7	20.8	17.0	7.5	24.5
	6	64	100.0	38.3	36.7	11.7	13.3	25.0
	7	128	100.0	71.2	22.0	3.4	3.4	6.8
	8	69	100.0	38.5	47.7	9.2	4.6	13.8

Abbreviations for Missing Data

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)										
All Students	114	100.0	8.0	38.9	31.9	21.2	71.7	69.7	Yes	Yes
Male	61	100.0	8.3	36.7	35.0	20.0	75.0	64.6	N/A	N/A
Female	53	100.0	7.5	41.5	28.3	22.6	67.9	74.8	N/A	N/A
White	61	100.0	4.9	32.8	36.1	26.2	78.7	81.7	Yes	Yes
African American	51	100.0	12.0	48.0	26.0	14.0	62.0	53.6	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	59	100.0	10.2	40.7	28.8	20.3	67.8	55.1	Yes	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	114	100.0	5.3	22.1	34.5	38.1	79.6	67.2	Yes	Yes
Male	61	100.0	6.7	15.0	35.0	43.3	85.0	66.3	N/A	N/A
Female	53	100.0	3.8	30.2	34.0	32.1	73.6	68.0	N/A	N/A
White	61	100.0	3.3	18.0	29.5	49.2	85.2	79.6	Yes	Yes
African American	51	100.0	8.0	26.0	42.0	24.0	72.0	49.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.0	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	59	100.0	10.2	23.7	33.9	32.2	76.3	53.1	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	120	97.5	55.8	14.2	15.8	11.7	N/A	N/A	N/A	N/A
Male	65	98.5	53.8	13.8	20.0	10.8	N/A	N/A	N/A	N/A
Female	55	96.4	58.2	14.5	10.9	12.7	N/A	N/A	N/A	N/A
White	63	98.4	46.0	14.3	20.6	17.5	N/A	N/A	N/A	N/A
African American	55	96.4	67.3	14.5	10.9	3.6	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	9	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	78	97.4	62.8	15.4	11.5	7.7	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)									
All Students	2007	115	99.1	10.8	40.5	23.4	25.2	67.6	70.7
	2008	114	100.0	8.0	38.9	31.9	21.2	71.7	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	114	100.0	9.0	20.7	30.6	39.6	80.2	62.2
	2008	114	100.0	5.3	22.1	34.5	38.1	79.6	67.2

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	0.0%	No
Student attendance rate, grades K-8	95.7%	94.0%	Yes

* Or greater than last year